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ANALYTICAL
GEOGRAPHY,

A SYSTEM OF TEACHING BY
SINGLE TOPICS.

By J. U. PARSONS,

AUTHOR OF 'THE ANALYTICAL SPELLING-BOOK,' 'BIBLICAL
ANALYSIS,' 'ANALYTICAL VOCABULARY,' &c.

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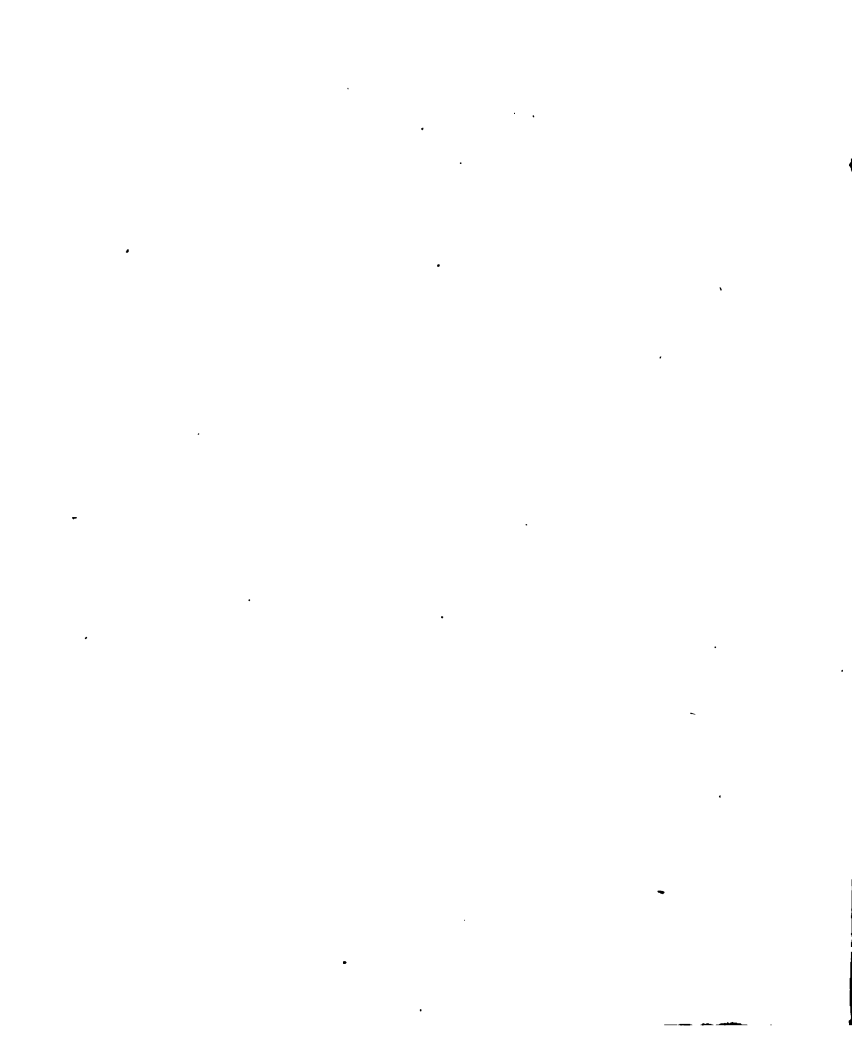




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Martin Luther King Jr.

Reverend



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INTRODUCTION.

THE problem to be performed in geography, is to *teach the greatest number of facts*, in the *least amount of time*, and with the MOST DISTINCT AND LONGEST CONTINUED REMEMBRANCE. This last item is of the greatest importance. A pupil may answer a multitude of questions day after day, and recite all the minutiae of various countries; but one lesson drives out another, and at the close of his study, there is a mass of confused and indistinct impressions in his mind.

This book aims to save the labor of *learning, only to be forgotten*; and to do this, it presents ONE SINGLE OBJECT *at a time, to the attention of the pupil*. This is the course pursued in every other science. In Botany, little progress would be made, by selecting a place, and naming all the plants that grow there, and then selecting another place and another, &c. The proper course is to select a PLANT, and *name the places where it grows*, and not take up places, and repeat all their plants. Why not apply the

same principle to geography? E. g. on the subject of *Productions*,—instead of saying, in Maine, they raise corn, wheat, rye, oats, potatoes, grass,—Massachusetts, corn, rye, oats, potatoes, barley, grass,—N. Hampshire, corn, rye, oats, potatoes, grass, &c. &c., thus repeating the same thing over and over again, with a little variation, let us say,—CORN grows in the Eastern, Middle, Western, and some of the Southern states,—WHEAT, principally in the Middle and Western states.

Experiment has convinced the author that much more information can be communicated and retained in this way than by studying particular places, with all the variety of circumstances connected with each place. Teachers are respectfully invited to make the same experiment for themselves.

In using this book, great care should be taken that the pupil advance no faster, than he can, retaining every *fact* distinctly in his mind. Some of the mathematical calculations, and philosophical explanations, can be omitted by the smaller children, till the book is reviewed.

. J. U. P.

Cambridge, Jan. 1, 1838.

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GEOGRAPHY.

LESSON I.

What is Geography?

If you were requested to describe your school house to one who was not acquainted with it, you would proceed somewhat in this way; "Our school house is a (square)* building, about (30) feet long, and (20) feet wide, and is made of (brick). It has (2) doors and (8) windows. It is divided into (2) rooms, one of which is for (boys), another for (girls). The scholars sit on (stools), and are furnished with (desks) for writing. It is warmed by (a stove), and will accommodate (50) scholars."

This would be a more natural way than to begin by describing the benches or seats, and go on to describe the house.

GEOGRAPHY is such a description of the world in which we live. It shows what a curious world a good and wise God has prepared for the accommodation of man.

* The pupil should correct what is included in parentheses, which does not apply accurately to his own school house.

In order, however, that you may understand more exactly what geography is, you should know that there are *THREE studies* about the world; which are called *Geography, Geology, and Geometry.*

GEOGRAPHY describes things as they are; as in the account of your school house.

GEOLOGY shows how they are formed; as if you should undertake to tell how the walls of your house were put together, how the seats were made, and how light gets through the windows, &c.

GEOMETRY teaches how to measure surfaces and solids by lines, and so enables us to divide the world into towns and farms and acres of land. Your first lesson is to remember distinctly what geography is, and distinguish it from *geology* and *geometry.*

QUESTIONS.—[These are designed mainly for the teacher. The little scholar should study the book, with reference to *facts*, and not to *questions*. The latter are designed merely to draw out the facts. The first lesson expects the pupil to fill up the blanks in the description of his school house. The teacher can then ask,]

Of what is our school house made? (wood or brick?)

How large is it? How many doors? Windows? Rooms? How many desks? For what used?

What do you call this talk about your school house?

How does geography resemble it?

What does geography describe?

How many other studies about the world?

How does geography differ from geology? How from geometry?

What is the first lesson designed to teach?

LESSON II.

The Shape of the World.

THE world is *round*; not like a wheel, but like a *ball*. This is different from what you are apt to suppose. When you look on a plain or a pond, you think it is level; but the following facts will convince you it is rounding.

1. If you stand on one side of a pond and put your face close to the water, you cannot see the feet of a person on the opposite side. If you stand on one side of a lake, you cannot see the tops of the tallest trees on the other side. And if you look off upon the ocean, you cannot see the tops of the highest mountains beyond it. Now if the world were flat, high mountains could be seen thousands of miles across the water.

2. If you look at a ship sailing away, it gradually sinks down out of sight. First the hull or body of the vessel is gone, then the sails, and lastly the top of the masts. Now if the water were level, the small mast tops would first disappear, and afterwards the white sails.

3. Another fact leaves no doubt that the world is round. If this ship continues to go in the same direction, she will at last come round to the place from which she start-

ed. Captain Cook and many others have gone round the world in this way.

These three facts prove that the *world is round*.

QUESTIONS. — Is the world flat or round? Round like what?

What evidence of this do you find by looking across a pond?

What evidence by looking across a lake?

When you look out on the ocean, what can you see beyond it?

Why do you not see mountains?

When a ship is sailing away, what part of it first goes out of sight? What next? What part is seen longest?

If a ship sails in one direction, does it ever come to the end or edge of the world? Where does it come to?

If a fly travel in one direction on a plate or table, what would he come to?

If he travel on an apple, what would he come to?

What does this prove about the form of the world?

Who has been round the world?

How many facts have you to prove that the world is round?

LESSON III.

Size of the World.

You have now learned that the world is a round ball, which we call a **GLOBE**; and I hope you would be able to prove it to any person.

In this lesson I want to give you some idea how *large* this globe is.

You have seen a farm, and can understand the distance across *that*. A farm of 80 acres would be just *one quarter of a mile square*. It would take 24 such farms in one

row, to reach across a single township, *six miles* square; and it would require about 4,000 such townships to reach round the world.

Now you can make a calculation, which will give you an idea of this immense distance. Suppose you could walk three miles in an hour, how many hours would it take you to cross a township six miles long?

If you walked 12 hours in a day, how many townships would you cross?

How many days would it take you to travel round the world? 1,050 days.

More than *three years*, if you rested on the Sabbath, according to the commandment, it would take you to walk round the world.

A rail-road engine will go from 20 to 30 miles in one hour.

How long would it take a rail-road engine to go round the world, at the rate of 30 miles an hour, night and day?

QUESTIONS. — What three reasons have you for believing that the world is round? What is the subject of the third lesson?

What part of a mile is it across a farm of 80 acres?

How long would it probably take you to travel across it? (About 5 minutes.)

How many such farms would reach across a township?

How many townships would reach round the world?

How long would it take you to cross a township, going 3 miles an hour?

If you cross one township in two hours, how many would you cross in a day of 12 hours?

How many days would you be crossing 4,000 townships, or going round the world? How fast will a rail-road engine go?

If it go 24 miles in an hour, how many townships would it cross in one hour?

Perhaps you can find out how long such an engine would be going round the world.

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If you could examine all the parts of a farm in one day, it would take nearly *two years* to examine a single township.

The state of Massachusetts contains 200 such townships; and the United States contain enough for 125 such states as Massachusetts; and it would take 200 such countries as the United States to cover the earth.

That is the extent of the earth's surface. If you should count off a farm every second, day and night, with all its gardens, fields, pastures, and woods, it would take you 90 years to count off enough to cover the world.

QUESTIONS. — What two things have you learned about the world?

What are you to learn from this lesson?

How many farms of 80 acres are there in one mile square?

How many square miles in one township?

How many townships in a state like Massachusetts?

How many such states in the United States? How many townships in the United States? How many times the United States would cover the world?

How many states? How many towns? *

If you should count off a farm every second, how long would it take you to count off enough to cover the world?

LESSON V.

Natural Divisions of the World.

This vast globe presents to our notice three great divisions, which require description; viz. AIR, WATER, and LAND.

* Some of the more difficult of these calculations may be omitted by the young scholar till he reviews the book.

I. Air. This is an immense body surrounding both land and water, and rising about 50 miles in height. It is so thin as to be invisible, and so elastic that we move in it with great ease.

It answers a great variety of most important uses.

It sustains the life of every living creature by breathing.

It assists in producing every green thing.

Without it we could have no rain to moisten the earth.

Without air the world would be total darkness and silence. We could never see an object or hear a sound.

By its curious formation it is capable of taking up an immense weight of water from oceans and seas in an invisible state, called vapor. So strong is this power, that from every pond of one mile square, it takes up every day, and carries away, more than 8,000 tons of water. That is as much as would load a string of ox teams 30 miles long, allowing two rods to a team and a ton and a half to a load.

And so curiously is the air formed, that this immense weight of water is held in suspense over our heads, and we do not feel it.

Wind. When put in motion, air is called wind. Wind wafts the clouds from place to place, and produces rain by condensing them.

Tornadoes. Sometimes the wind becomes exceedingly powerful in its movements, though we cannot see it. It will turn over houses, root up trees, and destroy ships in

its fury. Such winds are called *gales* or *tornadoes*. Sometimes it has a rapid circular motion, strong enough to take houses and logs up in the air. These are called *whirlwinds*.

As air is essential to so many important purposes, God has furnished it in the greatest abundance, and diffused it over all the earth; and though every man uses about a gallon of it every minute, night and day, in breathing, and every animal and vegetable is constantly consuming it; yet it does not diminish or become impure. There is just as much as there was 5,000 years ago; and it is just as good.

When you study philosophy, you will learn how wonderfully it is made, and how it is constantly supplied.

QUESTIONS — Tell me what you remember of the shape of the world.

What reasons for thinking it of this shape?

What have you learned about its size? The extent of its surface?

How many great divisions does it present? What are they?

What is air? How high is it? How does it sustain life?

Does it help produce any thing else? What has it to do with rain?

How does the air obtain water for rain?

In what state is the water taken up?

How much does it take up from a pond a mile square in a day?

Does this great amount of water in the air make any load upon us?

In what state would the world be without it, in regard to light and sound?

What is wind? How is it useful?

What are tornadoes? Whirlwinds?

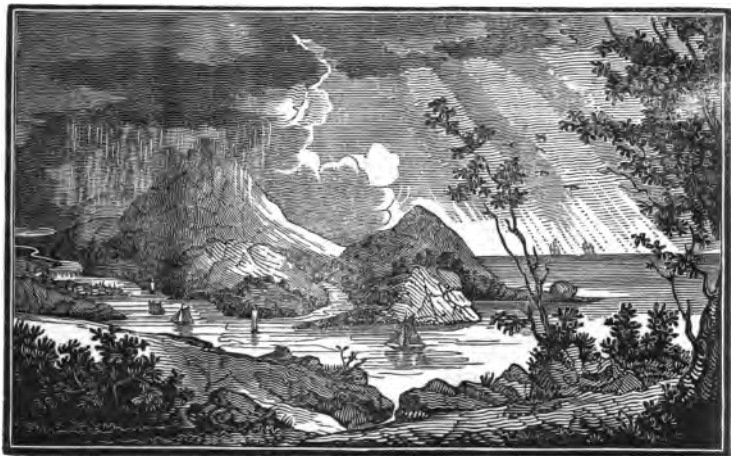
How much air does a man use in a minute? What else uses it?

Does it diminish in quantity? Is it as good as when first made?

LESSON VI.

Natural Divisions of the World, continued.

II. WATER. Next to air, water is the most extensive element of the earth. Here is a representation of the various states in which it exists.



On the right hand side of this picture you see it presented in a broad, level surface, which, in its greatest extent, is called *ocean*, and in smaller bodies, it is called *seas*.

By the action of the sun and air upon this surface, it rises in an invisible state, called vapor, and is wafted by the wind over the land. There you see it condensed into clouds, and falling in rain or snow. A part of the falling rain is soaked into the ground, and supplies grass and all vegetables with moisture; and a part is collected in little springs and brooks. Springs are fountains coming out of the ground. Brooks are small streams of water. These gather into larger streams, called rivers. These streams run down again into the ocean. If you look at the picture again, you will see the vapor going up in white streaks from the ocean; again you see it falling on the mountain and forming a river, which flows again into the ocean, affording an opportunity for vessels to pass into the country.

This circulation is constantly going on. The ocean supplies the clouds; clouds drop down the rain; rain fills up the rivers; and rivers again fill up the ocean.

In order to supply a sufficient opportunity for water to rise in vapor, more than two thirds of the earth's surface is covered with it. You will presently be shown the various collections of water with their situations.

Water answers a great many valuable purposes. It is the only provision of nature to quench the thirst of all animals; and it is the most wholesome drink which can be used. No tea, or coffee, or spirituous liquor, or beer can be made as wholesome as pure water.

No vegetable, fruit, or grain could grow without it.

An infinite multitude of animals live in it and are sustained by it.

Far distant countries are brought near by means of ships that sail upon it.

By its tendency to run down hill, great power is obtained for carrying mills and other machinery.

QUESTIONS. — What are the natural divisions of the world?
What is the largest extent of water called? What are seas?
How is water conveyed over the land?
What are clouds? How are they conveyed over the land?
How is the land supplied with moisture?
What becomes of rain when it falls?
What are springs? Brooks? Rivers?
What circulation of water is constantly going on?
What part of the world is covered with water?
Of what use is water to animals?
How does it compare with other drinks for wholesomeness?
Of what use is water to grain?
What would be the consequence if there were no rain?
What lives in the water? How do men travel on it?
How is power gained by it?
How many things can you tell, that are done by water power?
Look on the picture and show me an ocean, sea, river, clouds, rain.

LESSON VII.

Natural Divisions of the World, continued.

III. LAND. The same picture, which showed you the water, will show you the various forms of land.

A *shore* or *coast* is where it borders on the water.

A *cape* is a point projecting into the sea.

A *plane* is an even surface of land, more or less extensive.

A *hill* is a small rise of land.

A *mountain* is a high elevation of land.

A *valley* is a low place between hills or mountains.

We see many things to admire in the formation of the land. If it were harder or softer than it is, it could not be cultivated. If it were drier or wetter, nothing would grow upon it. If it were entirely level, we should have no springs or brooks, and not much rain. If it were more mountainous, we could have no convenience in travelling over or tilling it.

As it is, it becomes the delightful abode of an infinite multitude of living creatures; affording them food, habitations, and coverings.

QUESTIONS. — Of what does this lesson treat?

What is a shore or coast? A cape? A plane? Hill? Mountain? Valley?

Look at the cut and point out a Shore. Plane. Hill. Valley. Mountain. Cape.

What if the land were harder than it is? What if it were softer?

What if it were wetter? Drier?

What if it were entirely level? All mountains?

What is it good for as it is?

LESSON VIII.

Who made the World?

What should you say of the scholar, who had set for years in your school house, and had seen all its conveniences, who should deny that it ever had a builder, or that there is any such person as a carpenter, because he

never saw one? You ask him how the door came there, exactly right to open and let him in, and shut and keep out the cold; and he says it *happened* to be so. You inquire how it is that such a beautiful crystal is in the windows, letting the light pass in, and stopping out the wind and rain, and he says *it happened*. And the desks *happened* to be convenient for writing, and the benches for sitting, and the books for studying, &c. You would say he is a fool.

Such a fool, however, you would not find among all the school *children* in the world; but among those who profess to be *men*, there are some who make themselves infinitely greater fools, by denying that the world has any maker.

They look upon the wisdom and skill displayed in the formation of the world, and say that *it happened so*. The water happens to go up in vapor; the air happens to be adapted to convey it over the land; the land happens to be just right to receive it; these and a hundred other curious things happen together, before a blade of grass can grow, or a fly live!

Now I want you to see and feel this folly, and be able to make others feel it.

You cannot look upon any part of the world, without seeing stronger proof, that a good and wise God has made the world for the convenience of man, than you have that good men prepared your school house for the accommodation of scholars.

If such is the fact, it teaches us how much we owe God; and what obligations rest upon us to love and obey him. It also shows us how we should regard those who speak lightly of him, or take his name in vain.

QUESTIONS. — Would any child be so foolish as to think that no one built your school house, because he had not seen the person?

Do men ever deny that the world had a maker?

Can you look on any part of the world without seeing proof, that a good and wise God has made it?

How ought we to regard those who take his name in vain?

What does the Bible say of the man, who says there is no God? Ps. xiv. 1.

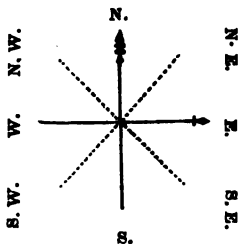
How ought you to treat God, and feel towards him?

LESSON IX.

Situation of Places.

I WANT to show you pretty soon the various bodies of land and water in the world; but before you see them it is necessary you should know how to tell the direction of one place from another.

To tell this we agree to call the direction in which the sun rises, *east*, and the opposite direction *west*. The point where the sun is at noon is called *south*, and the opposite point *north*. Between these points, there are other divisions, the names of which you can learn from the cut on the next page.



The direction half way from north to west is called north west; half way from north to east, north east; from south to east, south east; from south to west, south west.

A *map* is a picture or representation of the form and situation of places upon paper. Maps always represent you as standing with your back to the sun at noon. Then your left hand would be towards the west, and your right hand towards the east; and your face, or the top of the map, north, and the bottom south.

QUESTIONS. — What are the four principal points in telling the direction of places?

Which way is East? West? South? North? What is a map?

What is the direction half way from north to west called? From north to east? South to west? South to east.

Which way do maps represent you as standing?

What direction would your left hand be?

What direction your right hand? Your face?

LESSON X.

How to Travel on the Water.

Vessels are made to travel on the water, and carry the productions of one country to another. There are many kinds of them. Here is a view of several different kinds.



Sloop.



Schooner.



Brig.



Ship.



Steamboat

A *sloop* has one mast only.

A *schooner* has two masts with sails mostly on one side of the masts.

A *brig* has two masts and sails running across the masts, and hence they are called *square rigged*.

A *ship* has three masts, square rigged.

A *steamboat* generally has no masts, but is driven by wheels, carried by steam.

What are made to travel on the water?

What is carried in vessels from one country to another?

Are there many kinds of them?

What is a sloop? Schooner? Brig? Ship? Steamboat?

LESSON XI.

Views of the World.

You shall now see the forms of the different bodies of land and water in the world.

As it is round, you know you can see but one side at a time.

In this map, you see the side upon which we live. The part of the map included in white lines represents land, and the shaded part water.

This side contains but one great body of land, which is called AMERICA.

Such a body is called a *Continent*; and America is called the Western Continent, and sometimes the New Continent, because it has been discovered but a few hundred years.

QUESTIONS. — Into how many parts is this continent divided?

What are these parts called?

How are they connected? By a narrow neck of land.

Such a neck is called an isthmus. This is the isthmus of Darien.

Are the United States of America in North America or South America?

In what part of North America?

What lies upon the north of the United States of America?

What upon the south?

What large body of water lies east of America?

What lies west? What is a cape?

What cape at the south extremity of America?

What is a continent? What continent is on this side of the world?



LESSON XII.

Views of the World. The Atlantic Ocean.

THIS map supposes the world to have rolled one fourth part of the way round to the westward, since we looked at it before. You see the continent of America passing off upon the left hand, and another continent appears upon the right hand, or east, while the larger part of the map is occupied by a great body of water.

What is this body of water called? What is it called at the southern extremity?

Which way would a ship sail to go from North America to Europe? From North America to Africa?

From South America to Europe?

From South America to Africa?

The Atlantic ocean is 3,000 miles wide, and it takes from 12 to 30 days to sail across it.

You see several small bodies of land in clusters, each of which is surrounded by water. Such are called islands.

What clusters of islands are there in the Atlantic ocean? Which of these is on the coast of Africa? Which on America?

QUESTIONS. — How wide is the Atlantic Ocean?

How long does it take to sail across it? What are islands?

Which way would a ship sail in going from Nova Scotia to England?

From Cape Horn to England? From England to Cape of Good Hope?

From Cape of Good Hope to Cape Horn? From New York to England?

From New York to the West Indies? From the West Indies to England?



LESSON XIII.

The Old Continent.

THIS map presents the world turned another quarter of the way round.

You see the edge of the Atlantic Ocean, on the west side; but the greater part of the map is filled by a large continent of land, called the Old or Eastern Continent.

Into how many parts is this continent divided?

What are they called?

Which way is Europe from Asia? Asia from Africa? Africa from Europe?

What sea separates Europe from Africa?

What large island south of Asia?

Which way is it from Africa?

What is the south point of Africa called?

What is the west?

Cape Verd is noted as the last point passed upon the continent, as vessels sail towards America.

What ocean lies south of Asia?

The south part of Asia and the islands on the coast are called the East Indies.

QUESTIONS. — What islands south of Asia lie on the equator?

Where is Madagascar? In what part of Asia is China? Arabia?

In what part of Africa is Barbary? In what part is Egypt?

Which way is New Holland from Asia?

Which way from Borneo to Madagascar? What is an island?

In what ocean is the island of Madagascar?

What island south of New Holland? In what part of Asia is Siberia.



LESSON XIV.

The great Pacific Ocean.

THIS map presents the world turned another quarter of the way round. The Old Continent is just seen upon the west side, and America upon the east side, while the Pacific Ocean occupies nearly all the map.

This ocean is 10,000 miles wide, and covers about one third part of the earth's surface.

It is called the Pacific, because it is so peaceful. It is so broad that the wind is not disturbed by mountains and the hot land; so that it blows all the time in one direction, and ships can sail for weeks without altering their course. Hence this is called the *trade* wind.

There are a great multitude of islands in this ocean, called Ocean'ica.

QUESTIONS. — What strait separates Asia from America on the north?

Where are the Sandwich Islands? The Friendly?

Where is Van Dieman's Land? Where are the Society Islands?

How long would it take a vessel to cross the Pacific Ocean, traveling 100 miles per day?

Which way would a vessel sail from New Holland to the Sandwich Islands?

From China to the Sandwich Islands?

From the Sandwich Islands to New Holland? Where is Borneo?

Where are the Japan Islands?

Which way from the Japan to the Philippine Islands?



LESSON XV.

Review.

We have now looked upon the world on all sides. Let us take a short review of it; or look it over again.

How many continents are there? What are they called?
 How are they divided? How many oceans? Where is the Atlantic?
 Where is the Pacific? Indian? Which is the largest ocean?
 For what is it remarkable? Why is a certain wind called trade wind?
 Is the Eastern or Western continent the larger?
 Which has been known the longer?
 How is the Western continent divided? How the Eastern?
 How wide is the Pacific Ocean? The Atlantic?
 How many things have you now learned about the world?
 What about its shape? Size? Surface? Parts or natural divisions?
 Air? Water? Land?
 What are continents? Islands? Capes? Isthmuses? Oceans? Seas? Rivers?

NOTE. The scholar should have a constant review kept up of all the preceding lessons. Nothing is worth learning which is not worth retaining, and nothing will be retained which is not often reviewed.

LESSON XVI.

Civil Geography.

I. GOVERNMENT. What is the reason the school room is not a good place to study when the teacher is not there?

Why are the scholars so much stiller and more orderly when the teacher comes?

Governments are to keep men in order. Without a government, men would be like a school without a teacher.

In some countries there is hardly any government. Men can steal, and murder, and rob, and are not punished for it. No man is safe at any time; for he does not know how soon his house may be burned, his property and family destroyed, and his own life taken. In such countries, men have no inducement to cultivate the ground; and they roam from place to place, and make no provision for life. They eat what grows of itself, and the animals which they kill in hunting; and in some cases they eat each other. Such a state is called *Savage* or *Barbarous*.

In other countries one man has all the power in his hands. He makes laws and executes them, and does whatever he pleases by means of a great army, which he keeps for the purpose. Such a government is called an *Absolute Monarchy*. It is called a monarchy, because one man reigns; and absolute, because nobody can restrain him.

In other countries, a king reigns and executes the law; but is limited in his power by a legislative assembly, which meets and makes laws; and by a constitution, which controls them both. This is called a *Limited Monarchy*.

QUESTIONS. — What is a government? What is a savage state? What evils attend it? How do the people live? What do they eat? What is an absolute monarchy? What would be the state of the world without government? What is a limited monarchy?

LESSON XVII.

Governments, continued.

IN other countries still, there is no king or nobles, or any others, who inherit offices by birth; but the whole government is administered by officers chosen by the people. This is called a *Republican* government. And as this is the government of our country, it is important that every child should know the particulars. We will, therefore, be particular in describing the government of the United States of America.

Our country is called the *United States of America*, because, about 62 years ago, a number of colonies, which had been independent of each other, *united* for mutual defence against Great Britain. There were 13 states in the original Union, and 13 have been added since.

The nation is governed by three departments of officers.

1. Of these, the highest is the *Executive*. This is vested in a *President*, chosen for four years, whose duty it is to see that the laws are put in force.

Here are the names of all the Presidents. 1. George Washington; 2. John Adams; 3. Thomas Jefferson; 4. James Madison; 5. James Monroe; 6. John Quincy Adams; 7. Andrew Jackson; 8. Martin Van Buren.

2. The *Legislative*. This department consists of a *Congress*. The Congress is composed of two houses;

the Senate, being two from each state, who are chosen for six years ; and the House of Representatives, having one for every 47,000 people in the whole country, chosen for two years. These Houses meet at Washington every year to make laws for the people.

3. *The Judiciary.* This department consists of a court of 7 judges, to which doubtful questions in the interpretation of the laws are referred for decision ; and cases of difficulty between different states are brought before them.

The city of *Washington* is the place where the President, the Congress, and the Judges of the United States meet every winter to make and execute laws ; hence it is called the *Capital*.

Besides these departments, each state has officers to govern its own affairs ; they are a Governor, Legislature, and Courts of Judges.

The place where they meet in each state is called the Capital of that state.

QUESTIONS. — What is a republican government ?

What is the government of our country ? What is our country called ?

Why called United States ? How many united at first ?

How many have been added since ? How many departments of officers ?

Which is the highest ? Who fills this office ?

Who was first President of the United States ? Who was second ? Third ? Fourth ? Fifth ? Sixth ? Seventh ? Eighth ?

What is the Legislative department ? What is the Senate ? the House ?

What are they chosen to do ? What is the Judiciary department ?

How many judges ? What difficulties are they to settle ?

Where do they meet ? How often ? What is Washington called ?

What officers has each state ? What is the place called where they meet ?

Can you tell me who is now President of the United States ?

Who is governor of the state in which you live ?

LESSON XVIII.

United States of America.—Relative Situation of the States.

WE will now attempt to show you the direction of the different states from each other, which will be best learned by tracing them with the eye upon the map. But you will remember them more easily, by studying them in the four natural divisions; Eastern, Middle, Southern, and Western.

I. The Eastern. These states are sometimes called New England, because the first inhabitants came from England. There are six of them, viz. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut.

Look on the map and tell me which is the most northerly state.
Which way is Connecticut from Maine? Vermont from Maine?
What states are south of Massachusetts?
Which way is Rhode Island from Connecticut? From Massachusetts?
From New Hampshire? Which way is New Hampshire from Vermont?
From Massachusetts? From Maine? From Connecticut?
In what state do you live? Which way is Maine from you?
Which way New Hampshire? Vermont? Connecticut? Rhode Island?
What state borders on Maine, and on which side?
What state borders on New Hampshire on the west? On the south? East?
What state borders on Vermont on the east? West? South?
What states border on Massachusetts on the north? West? South?
What state borders on Rhode Island on the north? West?
What state borders on Connecticut on the north? West? East?
What states border on Canada? New Brunswick? The Atlantic Ocean?
What is the capital of Maine? New Hampshire? Vermont? Massachusetts? Rhode Island? Connecticut? What states border on the Atlantic?

What state would you pass through in traveling from Maine to Vermont? Vermont to Connecticut? Connecticut to New Hampshire? New Hampshire to Rhode Island?

LESSON XIX.

Relative Situation of the States, continued.

II. *The Middle States.* These are four. New York, New Jersey, Pennsylvania, and Delaware.

Which way do they lie from the Eastern, or New England states?

Which one borders on New England?

Which way is Pennsylvania from New York? From Delaware?

Which way is New Jersey from Pennsylvania? From Delaware? from New York?

Which way is Delaware from New York? New Jersey? Pennsylvania?

What state borders on Pennsylvania on the north? East? South? West?

What state borders on New Jersey on the north? West?

What states border on Delaware?

Through what states would you pass in traveling in a straight line from the center of Pennsylvania to Maine? From Maine to New York?

What is the capital* of Maine? New Hampshire? Vermont? Massachusetts? Rhode Island? Connecticut? New York? New Jersey? Pennsylvania? Delaware?

LESSON XX.

Relative Situation of the States, continued.

III. *The Southern States.* The Southern States are six in number, viz. Maryland, Virginia, North Carolina, South Carolina, Georgia, and Alabama.

* The Capitals are made like a star (*) on the map.

Which of these borders upon the Middle States?

Which way is North Carolina from Maryland? Which way is Alabama? Georgia? Virginia?

Which way is Virginia from Maryland? North Carolina? South Carolina? Georgia? Alabama?

Which way is North Carolina from Maryland? From Virginia? South Carolina? Georgia? Alabama?

Which way is South Carolina from Maryland? From Virginia? North Carolina? Georgia? Alabama?

Which way is Alabama from Maryland? From Virginia? North Carolina? South Carolina? Georgia?

What is the capital of Maryland? Virginia? North Carolina? South Carolina? Georgia? Alabama?

LESSON XXI.

Situation of the States, continued.

Which of the Southern states border on the Middle states?

Which border on the Western? Which on the Atlantic? Which on the Gulf of Mexico?

What state borders on Maryland on the south?

What states border on Virginia on the north? West? South? East?

What states border on North Carolina on the North? South? West?

What states border on South Carolina? What on Georgia? Alabama?

What is the capital of Maine? New Hampshire? Vermont? Massachusetts? Rhode Island? Connecticut? New York? New Jersey? Pennsylvania? Delaware? Maryland? Virginia? North Carolina? South Carolina? Georgia? Alabama?

LESSON XXII.

Situation of the States, continued.

IV. *The Western States.* The Western States are larger than all the other three divisions. There are just as many of them as there are of the Eastern and Middle put together. How many are there? Here are the names of them. Mississippi, Louisiana,* Tennessee', Kentucky, Ohio, Indiana,† Illinois,‡ Missouri,§ Arkansas,|| and Michigan.¶

QUESTIONS.— Which two Western states lie on the Gulf of Mexico?

Which lies north of Mississippi? North of Louisiana? Tennessee? Arkansas? What three states lie north of Kentucky?

What states border on Indiana?

Which is the most northerly of the Western states?

Which way is Ohio from Indiana? From Mississippi? Illinois? Louisiana?

Which way is Missouri from Tennessee? From Indiana? Ohio? Illinois? Mississippi? Louisiana?

Which way is Kentucky from Ohio? Tennessee? Arkansas? Mississippi?

Which way are the Middle states from Louisiana? Michigan? Illinois? Mississippi?

What is the capital of Maine? New Hampshire? Vermont? Massachusetts? Rhode Island? Connecticut? New York? New Jersey? Pennsylvania? Delaware? Maryland? Virginia? North Carolina? South Carolina? Georgia? Alabama? Mississippi? Louisiana? Tennessee? Kentucky? Ohio? Indiana? Illinois. Michigan? Missouri? Arkansas?

* Pronounced Looisîà'na. † Indià'na. ‡ Illenoi'. § Missoo're.

|| Ar'kansaw. ¶ Mish'igan.



LESSON XXIII.

Boundaries.

THE boundaries of a place are those places which lie next to it. If you were to tell where your farm or house-lot is, you would say, "On the north of it lies Mr. A.'s, and on the south Mr. B.'s, on the east Mr. C.'s, and on the west Mr. D.'s. This is giving its boundaries.

Can you tell me the boundaries of the town in which you live? North by —? South by —? East by —? West by —?

In the same way look on your map and give the boundaries of each of the states. Maine is bounded north by Canada, south by the Atlantic Ocean, east by New Brunswick, and west by New Hampshire.

QUESTIONS.—How is New-Hampshire bounded? Vermont? Massachusetts? Rhode Island? Connecticut? New York? New Jersey? Pennsylvania? Delaware? Maryland? Virginia? North Carolina? South Carolina? Georgia? Alabama? Mississippi? Louisiana? Tennessee? Kentucky? Ohio? Indiana? Illinois? Michigan? Missouri? Arkansas?

LESSON XXIV.

Face of the Country in the United States of America.

HAVING now learned the relative situation of the states, you may next attend to the face of the country, or form of the land. This will include an examination of their mountains, plains, rivers, and lakes.

I. Mountains. Do you remember what a mountain is? Are there any in the state in which you live? Which way are they from you?

There are two great ranges of mountains in the United States.

One range is upon the western side, and is a part of the splendid range, which runs along the whole continent of America, from north to south, from 50 to 100 miles from the Pacific Ocean. You see it on your map. In South America it is called the Andes, and Chimborazo, its highest point, is about $4\frac{1}{2}$ miles high.

In Mexico, it is called the Cordilleras.

In the United States it is called the Rocky Mountains.

The highest point in North America is called Mount Elias, which is $3\frac{1}{2}$ miles high. Can you find it on the map?

QUESTIONS. — What is meant by the face of the country?

What is a mountain? How many ranges in America?

What is the western range called in South America? In Mexico? In the United States? How far from the Pacific Ocean? How high is the highest point in South America? What is it?

LESSON XXV.

Mountains, continued.

On the eastern coast is another range running south west and north east along the Atlantic Ocean, at a distance of 100 to 200 miles.

In Maine and New Hampshire they are called the White Hills.

In Vermont and Massachusetts, the Green Mountains.

In New York they are called the Katskill.

In New Jersey, the Blue Ridge.

In Pennsylvania, the Alleghany.

In Maryland, the Cumberland.

In Virginia and the Carolinas, the Apala'chian.

The highest point of this range is Mount Washington, in New Hampshire, which is 6,000 feet, or more than 1 mile high.

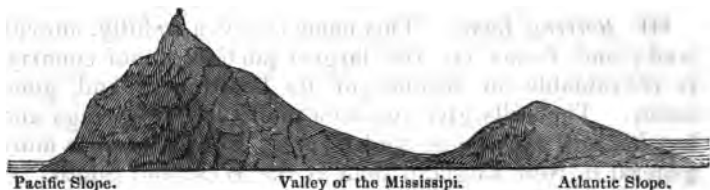
In many places the Eastern Range of mountains is separated into two ridges, with a beautiful valley between them. This valley is from 1 to 5 miles wide, and is exceedingly fertile. In New Jersey there is such a valley between the ranges of the Blue Ridge, called the German Valley. In Vermont there is also such a valley.

These two great ranges of mountains divide the face of the country in the whole United States, into three great divisions.

East of the Alleghany range is called the *Atlantic Slope*, because the whole land descends towards the Atlantic Ocean. West of the Rocky Mountains is called the *Pacific Slope*.

Between these two ranges, a distance of 1500 miles is called the *Valley of the Mississippi*, because the great Mississippi River runs through it, draining off all the water from this immense territory.

Here is a cut which represents the face of the country across the United States, from east to west.



QUESTIONS. — What range of mountains did you study in the last lesson?

Where is another great range of mountains in the United States?

In what direction does it run? How far from the Atlantic?

What is it called in Maine and New Hampshire? What in Vermont and Massachusetts? New York? New Jersey? Pennsylvania? Maryland? Virginia and Carolinas? What is the highest point called? Where is it? How high?

Into how many parts do these mountains divide the face of the country in the United States?

What is the eastern part called? Why? What the western? The middle?

LESSON XXVI.

Face of the Country, continued.

II. Bottom Lands, or Intervalles. These are narrow strips of land upon the borders of rivers, which are sometimes overflowed with water. They have a very deep and rich soil, and are extremely fertile. In New England they are called *Intervalles*; at the West they are called *River Bottoms*, or *bottom lands*. They vary in width from

a few rods to several miles. They are much more abundant, extensive, and fertile at the West than in New England.

III. *Rolling Land.* This name is given to hilly, uneven land; and forms far the largest portion of our country. It is valuable on account of its healthiness and good water. The hills give rise to a multitude of springs and brooks, mill privileges and rivers. Rolling land is more general in New England than at the West and South.

IV. *Plains.* Plains are level lands. Of these there are several kinds.

1. *Sandy Plains.* These are generally not far from some ocean or lake, and give strong indications of having once been the bed or shore of some body of water. They are generally dry and barren; producing shrub oaks and pitch pines and whortleberries.

2. *Marshy Plains, or Swamps.* These abound in South Carolina, Georgia, Mississippi, and Louisiana. They are the right kind of places for rice to grow.

3. *Slash.* This is a kind of plain found in the north of Ohio, and south of Indiana. It is formed by a hard clay, which will not let the water soak into it, and causes the top of the ground for a few inches to be very wet; and if trodden much it forms a kind of mortar. It is excellent land for grass when cleared.

4. *Prairies.* These are plains upon which there is no forest, when discovered. They vary in size from a few acres, to such an extent that one cannot see across them. There is generally a tall grass growing on them. The soil is rich and deep. There are some in Ohio; more in Indiana and Michigan; more still in Illinois and Missouri.

5. *Table Lands.* These are plains, raised to a great height above the surrounding country. A large part of Indiana is of this kind of land. As you go north from the Ohio River, after crossing a narrow bottom, you come to a steep bluff 500 or 600 feet high, and having climbed to the top, the country strikes off upon a level at that height.

QUESTIONS. — What are bottom lands? What is their soil?
 What are they called in New England? Where are they called bottoms?
 How wide are they? Where are they most numerous and extensive?
 What is rolling land? For what is it valuable? To what does it give rise?
 What are sandy plains? Where are they generally found? What is their soil?
 What are marshes? Where are they most extensive?
 What is slash? Where is it found? How is it formed?
 What are prairies? Where are they? What is found growing on them?
 What are table lands? Where are they?
 Where is rolling land most found?
 Where are bottom lands most extensive? Where are sandy plains?
 Where extensive low lands? Where are table lands?
 What is the prevailing face of the country in New England? (Rolling.)
 What in the West? (Level.) What in the South? (Low and high.)
 What in the Middle? (Rolling.)

LESSON XXVII.

Rivers in the United States.

WHAT is a River ?

Is it as large at its source as it is where it empties ?

How is it formed and increased ?

How are springs and brooks supplied with water ?

Where does the rain come from ?

How are the clouds supplied ?

Why does not the ocean run over ?

Do you know the name of any river ?

What state is it in ? Which way does it run ?

Into what does it empty ?

Rivers differ much in size, according to the length and number of branches.

In order to remember them, you can think of them in connection with the face of the country.

1. Look on your map of the United States and show me the Atlantic slope. On this slope there are four rivers in the Northern states. You may tell their names, beginning at the north ? 2 in Maine, 1 in New Hampshire, 1 in Connecticut and Massachusetts.

There are 3 in the Middle states. What are their names ?

There are five in the Southern states besides some smaller ones. What are their names ?

These all run in a southeasterly direction into the Atlantic.

2. There are several running south into the Gulf of Mexico. What are their names?

3. *The Mississippi and its Branches.* This is the largest river in the world. The distance from its mouth to its farthest source is 4,500 miles, or about one fifth part of the way round the world. Suppose the current to be equal to 4 miles an hour, how many hours would it take the rain, that falls into this source, to reach the Gulf of Mexico, into which it empties? How many days? Weeks? How many hours would it take, if it run 2 miles an hour?

This river drains off all the water that flows from the country between the Alleghany and Rocky Mountains. It has numerous large branches, each of which is as large as a common river.

You may name the branches from the west, beginning at the south. In what state is the Red River? Osage? Missouri?

Name the branches from the east. Between what states is the Ohio?

What states border on the Mississippi on the west? What on the east? What is divided by it?

Do not feel satisfied till you recollect distinctly these four classes of rivers.

1. In the Atlantic slope. Six from the northern, three from the middle, five from the southern states.

2. Two in the Gulf of Mexico.

3. The great river of the valley, with its three branches, from the west, and two from the east.

QUESTIONS.— If you should start at the mouth of the Mississippi River and walk twenty-five miles in a day up the river, how long would you be in traveling one hundred miles? How long in traveling one thousand? Two thousand? Four thousand? How long in traveling the whole length of it?

Can you tell how long it would take you to travel that distance at fifty miles per day?

How many rivers are there from the Northern states running into the Atlantic?

What are the names of those in Maine? New Hampshire? Massachusetts?

How many from the Middle states?

How many from the Southern states? In what direction do they all run?

What rivers run into the Gulf of Mexico?

What is the great river of the valley?

What branches has it from the west? What from the east?

How long is it? What territory does it drain?

LESSON XXVIII.

Lakes in the United States of America.

Did you ever see a pond?

Do you know the name of any pond?

Is the water fresh or salt?

A lake is a large pond of fresh water.

The largest lakes in the world are between the United States and Canada. There are five of them joined together by the river St. Lawrence. They are called lake Superior, Michigan, Huron, Erie, and Ontario.

Which of them is highest up the river? Which is lowest down? Which is most northerly? Which border on New York? Pennsylvania? Ohio? Michigan?

Lake Superior is 300 miles long and 150 miles broad. Upon these lakes, steamboats, sloops, schooners, and brigs sail as on the ocean.

How long would it take a vessel to cross Lake Superior, going five miles an hour?

The Northern states are remarkable for their lakes.

In Maine are Moosehead and Sebago.

In New Hampshire, Winnipisiogee.

In New York, Lake Champlain, Seneca, Cayuga, Canandaigua, and some smaller ones. In the Southern and Western states there are few if any lakes.

QUESTIONS. — What is a lake? Where are the largest lakes in the world?

How many of them are there? How large is lake Superior?

Which states abound in lakes?

What lakes in Maine? New Hampshire? New York?

LESSON XXIX.

Climate.

CLIMATE is the degree of warmth in one place, compared with another.

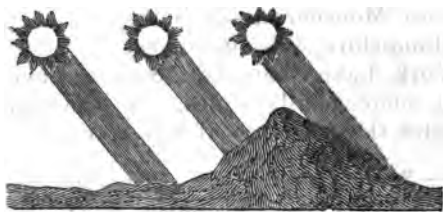
In order to compare places properly in this respect, it is necessary to understand what makes one place warmer than another.

Did you ever notice that the snow melts sooner on one side of a house than the other? Which side is it, north or south?

Where does it melt the sooner, on a plain or on the south side of a hill? Where does it lie the longest?

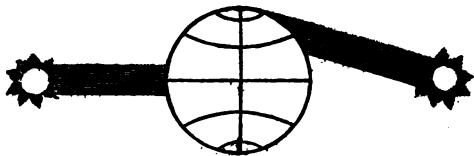
It is warmer then on the south side of a hill, than on a plain; and warmer on a plain, than on the north side of a hill. The reason is, that on the south side the sun's rays

come straight upon it; while they fall upon the plain obliquely or slanting. Thus.



This is the main reason why one place is warmer than another.

Here is a representation of the way in which the sun shines upon the world.



Where it shines directly down upon it, it produces the greatest degree of warmth; and in proportion as it becomes oblique it is cooler. The central point over which the sun passes is called the *equator*, and this is the warmest part of the world. On either side, toward the north

or south, as you depart from this line, it becomes cooler.

Where is the equator on the map ?

QUESTIONS. — To what does climate refer ?

Is the north or south side of a hill the warmer ? How do you account for it ?

What then makes one place warmer than another ?

Where is the warmest part of the world ?

What is the line called over which the sun passes ?

Is it warmer south of that line than north of it ?

LESSON XXX.

Latitude.

IN order to measure the distance of places from this line, and to compare the degrees of warmth which they will have, the whole distance on each side of the line is supposed to be divided into 90 equal parts called *degrees of latitude*. Each degree is about 70* miles in extent. In traveling north 70 miles the latitude is increased one degree.

The Isthmus of Darien is 10 degrees north of the equator. How many miles ?

The city of Mexico and the West India Islands are 20 degrees. How many miles ?

New Orleans is 30 degrees. How many miles ?

Philadelphia is 40 degrees. How many miles ?

Boston is 42½ degrees. How many miles ?

* 69½ miles is one degree ; but the young pupil may, for convenience, reckon it at 70 for the present.

The distance on each side of the equator is divided into three parts called *zones*.



The first 23 degrees on each side is called the *torrid zone*, and places situated within 23 degrees, that is, within 1,600 miles of the equator are said to lie in the torrid zone. Torrid means *hot*.

The next 44 degrees is called the *temperate zone*. To what degree does it extend? 67th. How many miles wide is it? On the north side of the equator it is called the *north temperate zone*. What should it be called on the south side?

Beyond the 67th degree of latitude north and south, is extremely cold, and hence it is called the *frigid zone*. In this zone it is seldom warm enough to melt the snow entirely, hence nothing can grow out of the ground, and the inhabitants live mostly by fishing.

You must not suppose the change from one zone to another is sudden. The last degree of the torrid zone is almost as cool as the first degree of the temperate, and the last degree of the temperate is almost as cold as the first degree of the frigid.

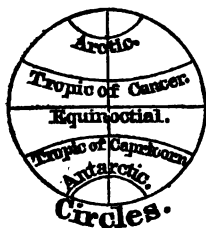
It would be extremely hot and uncomfortable in the torrid zone, if it were not for another circumstance which affects climate. That is the height of the land. It becomes cooler as you rise higher, until when you reach the height of 3 miles, there is perpetual snow, even in

the torrid zone. Hence a great many places have very temperate climates right under the sun. In this zone are the most extensive table lands, raised to a great height above the sea. Through Mexico and into South America is a table land 1,300 miles long and 7,000 feet above the sea. Now all that level country has one of the finest climates in the world. The powerful sun does not permit them to have winter; and the snow, constantly falling and melting on the neighboring mountains, keeps it cool and refreshing.

How manifest is the goodness and wisdom of God, in placing these lofty mountains, and vast, elevated table lands, under the burning sun, and thus making delightful abodes, where otherwise man could hardly live.

Why do we not find such table lands in the frozen regions of the north?

In order to distinguish between the zones, we give names to their boundaries. Here is a cut showing you the imaginary lines or circles that bound the five zones, with their names and situation.



What zone between the Arctic Circle and Tropic of Cancer? Between the Tropic of Cancer and Tropic of Capricorn? Between the Tropic of Capricorn and Antarctic? North of Arctic? South of Antarctic?

How many parts is the distance on each side of the equator supposed to be divided into, in order to compare places?

What are these parts called? About how many miles long is each part?

What are zones? Answer. Divisions of the earth into warm, cold, and temperate regions.

How many zones are there on each side of the equator?

Point to the torrid zone on your map. What does torrid mean?

How many degrees does it extend? What is the next 44 degrees called?

What is it called on the north side?

What is the frigid zone? Answer. The coldest division of the earth.

From what degree does it extend? What is said about snow in this zone?

What about vegetation? How do people live?

Is the change from one climate to another sudden or gradual?

What circumstance affects climate in regard to the height of the land?

What change is made in the torrid zone by the height of land?

How high must land be to have snow under the equator?

What kind of land is there in Mexico, improved by this circumstance?

What kind of climate should you suppose there was in Canada?

You may look on the map of the world, and tell me what you should think was the climate of the West Indies. Cape Horn? Iceland? Siberia? Africa? China?

How many things have you now learned about the world? Shape, size, surface, natural divisions, air, land, water, continents, islands, oceans, seas, rivers, clouds, rain, civil geography, governments, United States of America, divisions, face of the country, climate?

LESSON XXXI.

Climate of the United States.

WE are now prepared to look at the climate of the United States.

They lie wholly in the temperate zone, extending from 30 to 50 degrees of latitude. The extent of 20 degrees, however, or 1,400 miles, affords opportunity for a great diversity of climate.

In New England, or the Northern states, the weather is warm for two or three months in the summer, cool and changeable in spring and autumn, and cold in winter.

For about three months in winter the ground is covered with snow, which sometimes lies two or three feet deep. There is seldom a day warm enough to melt the snow, and the people ride about very pleasantly in sleighs. The rivers and ponds are all frozen over hard enough to bear the heaviest teams.

These states lie just in the middle of the temperate zone, extending from 40 to 50 degrees of latitude.

In the Middle states the summers are longer and the winters shorter and milder, and more irregular. Snow seldom falls deep enough, or lies long enough to make good sleighing for a great length of time, and large rivers seldom freeze over. It rains often and in large quantities, producing freshets in the streams.

These states lie in latitude from 37 to 45 degrees. The Western states, lying in the same latitude, have about the same climate. What states are they?

In the Southern and Southwestern states warm weather continues most of the year. Snow seldom falls at all in winter, but it rains a great part of the time. Water sometimes freezes, but not hard enough to bear a man. December, January, and February are much like October and April at the North. The season for the growth of fruit and vegetables continues much longer than at the North.

QUESTIONS — In what zone do the United States lie ?
Through how many degrees do they extend ?
What is the climate in New England ?
How is the spring and autumn ? How the winter ?
What about the snow ? How are the ponds and rivers ?
How do the Middle states compare with the Northern ?
Which of the Western states lie in the same latitude ?
How are the Southern and Southwestern states ?
What does the southern winter resemble ?

LESSON XXXII.

Soil and Productions.

THE productions of different states depend upon the climate and soil.

The climate of the Northern and Middle and most of the Southern states is suitable for corn, potatoes, wheat, rye, oats, barley, and other small grain, and all grasses. Corn grows largest on rich and dry soil ; hence bottom lands are best for it. Wheat and oats require cooler and not so rich soil.

Of the Northern states, grass and potatoes are the most important productions, sustaining immense numbers of cattle and sheep, from which great quantities of beef and wool are obtained. All kinds of grain can be raised, though at a much greater expense of labor, and in less abundance than at the West and South. The soil is generally strong and hard to work, and crops must be tended with much greater care than at the West. Apples and peaches are raised in abundance.

Of the Middle states wheat is the staple or principal production. The Genesee country in New York is famous for its wheat. The uplands in Ohio, Indiana, Illinois, and Michigan are about as good.

Of the bottom lands of all these states corn is the staple. It is chiefly converted into pork. It is not uncommon for a Western farmer to raise one or two hundred hogs.

In the Middle and Western states peaches may be added to apples and pears, as a delicious and abundant fruit.

South of the Potomac and Ohio Rivers, tobacco and cotton may be added to the productions; also sweet potatoes. In Virginia and Tennessee, corn, wheat, tobacco, sweet potatoes, and cotton are the chief articles of produce. The same is true of the high lands of the Carolinas and Georgia.

On the low, wet lands of Georgia, Alabama, Mississippi, and Louisiana, rice is raised. The principal articles of cultivation are sugar, cotton, and rice. Sugar is made from a tall cane, which is ground and pressed like apples, and the juice boiled down.

Cotton grows on a small bush, in pods containing the seeds.

In Georgia and Florida, oranges, lemons, limes, and figs are produced, instead of apples and pears.

Here again we see the wisdom and goodness of God, in adapting the productions of the earth to the wants of

his creatures, and the situation of places. If rice were the only article we could eat, what immense regions would have to lie desolate; but where rice would not ripen, corn and wheat abound; and where corn and wheat would be drowned, rice grows best.

Wool can be well cultivated at the North, defending first the sheep and then the shepherd against the cold blasts of winter; while the mild climate of the South, where sheep would pine and die, provides for its own wants in its whitening fields of cotton! The God, who clothes the lilies and feeds the ravens, provides with the same unerring kindness for the wants of man.

QUESTIONS. — Upon what two things do the productions of any place depend?

For what is the climate of the Northern, Middle, and Western states adapted?

What kind of soil is suited for corn? Wheat? Grass?

What is raised principally in New England? What in New York?

Where is wheat raised? Where cotton and tobacco? Rice and sugar? Oranges and lemons?

What wisdom do you find in these various productions in various places?

What goodness is there in having wool at the North and cotton at the South?

LESSON XXXIII.

Kinds of Business.

1. *Agriculturists.* The food that we eat, you know, is all obtained by cultivating the ground and raising cattle. Those who till the land are called *agriculturists*, embracing farmers, gardeners, &c. To obtain our food costs more labor than any thing else we need. Hence it is

necessary there should be more farmers than men of any other class. Farmers are generally steady, laborious, substantial members of society.

2. *Merchants.* No farmer, however, with all his labor, could raise a tenth part of the things he wants to eat and drink. And it would be bad economy for him to take his cart and oxen, or horse and wagon, and leave his ploughing or harvesting, to go off 20 miles and get a pound of coffee or gallon of molasses. Hence the necessity of having a store in every village, so that one man can supply a whole neighborhood of farmers, and save so much travel. Such a merchant, who keeps all kinds of articles to sell in small quantities is called a *grocer* or *retailer*. Some of them keep ardent spirits to sell with their groceries, and thus cause a great deal of misery and sin, and help make drunkards and ruin families; but a great many others will not sell such poisonous drinks.

It would be as unprofitable for the grocer to go to the West Indies every time he needed a bag of coffee, or hogshead of sugar, as it would for the farmer to ride off for a pound. To remedy this we have merchants in cities, who keep great stores of these articles to supply the grocers. These are called *wholesale merchants*. One keeps cloths, ribbons, gloves, &c. and is called a *dry goods* merchant. Another keeps knives, spoons, copper and iron kettles, &c. and is called a *hard ware* merchant. Another keeps cups and saucers, plates, &c. and is called a *crockery ware* merchant. So all kinds of goods have their wholesale merchants.

But it would still be bad policy for a dry goods merchant to send a ship to England for cloths, when she might just as well bring great quantities of crockery with the cloths; or for a tea merchant to send a ship half way round the world to China for teas, when she could just as well bring crapes and silks, and china cups with her tea. Hence the necessity of another class of merchants, called *importers*, who send out their ships, and bring in whole cargoes of all the various things wanted from a certain place; for instance one man sends his ship to China, and she calls at Calcutta and the East Indies, and gets a quantity of spices, pepper, cloves, &c., and in China she gets teas, Canton crapes, silks, China ware, &c. When she comes home, he sells his China to the crockery ware merchants, and his crapes to the silk merchants; and sends her again, may be to England or France, as he thinks best.

QUESTIONS. — How is our food obtained

What are those called who till the ground?

How do they compare in numbers with other classes?

What is their general character?

Can a farmer raise all he needs by his own labor?

Would it be well for him to leave his field and go off to get coffee &c.?

How is the necessity for this remedied?

What is a merchant? What is a grocer?

How does the grocer get his goods?

What are wholesale merchants? What dry goods merchants? Hard ware? Crockery?

How do the wholesale merchants get their goods?

What are importers? How do they manage with their ships?

LESSON XXXIV.

Kinds of Business, continued.

3. *Mechanics.* It would do no better for the farmer to put up a shop, and get his bellows and anvil and sledges and tongs, &c., just to shoe his own horse; or make vats, just to tan his own leather, than it would to ride off 20 miles for a pound of sugar. Hence the necessity of another very valuable class of men in society, called *Mechanics*. They are employed in making houses, furniture, cloth, clothing, tools, &c.

Within a few years a great many things are made by machinery, instead of being made by hand. For this purpose large factories are built where there is water power. Most of these factories are in the Eastern states, where there are no slaves. At Lowell, in Massachusetts, many thousand yards of cotton cloth are made in a day, and in other places there are large cotton and woollen factories. There are also factories for making paper, furniture, &c. A great many people in the Eastern states are employed in manufacturing shoes, carriages, cabinet work, hats, clothes, &c., to be sent to the South and West.

4. *Teachers.* Still in tilling the land, and exchanging goods, and manufacturing things, there is no provision made for the best part of man, the never dying mind. And it would be still more difficult for every man to be his own instructor and the instructor of his children,

than to do all his other business. Hence the need of *Teachers*. Children need to be taught the first principles of science; and men need to be taught how to heal their diseases or avoid them; keep the laws, and to perform the duties of morality and religion. So we must have School Masters, Doctors, Lawyers, and Ministers.

These four classes, farmers, merchants, mechanics and teachers, form a good community in civilized society.

QUESTIONS. — Why cannot every farmer shoe his own horse and dress his own leather?

What is that class of men called who are employed in such work?

Can you tell me what kind of things a blacksmith makes? Joiner? Cabinet maker? Tailor? Shoemaker? Wheelwright? Goldsmith? &c.

How are many things made within a few years?

Where are factories mostly built? Can they have them where there are slaves? (Slaves cannot manage them.)

What kind of articles are made at the East and sent South and West?

What part of man still needs to be provided for? Can a blacksmith, or a tailor, bring his tools to work on the mind? Has the dry goods merchant any thing to cover it? Or the farmer or grocer any thing to feed it?

Who are needed to provide for it? Who teach Medicine? Law? Religion? Who teach children and youth?

LESSON XXXV.

Education.

A WISE government always makes provision for the instruction of the people.

1. *Common Schools*. The New England states, together with New York, Ohio, and Indiana, provide for the instruction of all the children by a public fund, and tax on the

people. Some other states are beginning to make similar provision; but the Southern states have no schools, but such as are supported by individual subscriptions. The consequence is, that many poor families do not school their children at all. And boys and girls 13 or 14 years old are not ashamed because they are unable to read and write.

2. *Academies and High Schools.* These are institutions established where those who are desirous of obtaining more knowledge, than can be gained in common schools, have the opportunity to do so. In some states one is established by law in every county. In others they are established by benevolent individuals.

3. *Colleges and Universities.* A college is an institution where a particular course of study is pursued for four years, and the degree of A. B., Bachelor of Arts, conferred on diligent students.

Universities are institutions where young men study for the same length of time. They are authorized to confer the same degrees as colleges. They also embrace an additional department of instruction, in law, medicine, and religion.

QUESTIONS. — Is it important that provision should be made for the instruction of the young?

What provision is made for the education of the people in our country?

What states have public schools?

What is the effect of having no public schools?

What are academies? Colleges? Universities?

LESSON XXXVI.

Religion.

RELIGION is regard for a Supreme Being. Some parts of the world are ignorant of the nature of God, and imagine thousands of gods to exist of various kinds, whom they blindly worship. These are called *pagans* or *heathen*. Most of them have images of their gods, and their worshipers are called idolaters.

In the United States we have the Bible, which reveals the true God, and the true religion, or way of worshipping him. It teaches that Christ is the Savior of men, and hence our religion is called the *Christian Religion*.

There are various denominations of Christians in the United States. The following are the principal ones.

1. *Baptists*. There are 300,000 Baptists scattered over the whole country.

2. *Methodists*. 450,000, mostly at the South and West.

3. *Congregationalists*. 140,000, mostly in New England.

4. *Presbyterians*. 180,000, mostly at the South and West.

Besides these, there are Episcopalians, Roman Catholics, Quakers or Friends, and many smaller denominations of Christians; but among them all, "they that fear God and work righteousness are accepted of him." All true Christians, therefore, should love each other and seek their mutual good.

QUESTIONS.—What is religion? What is pagan religion?
What is idolatry? What is the religion of the United States?
Are there many denominations of Christians?
Which is the most numerous? What is true religion?
How should different denominations regard each other?

LESSON XXXVII.

Religion, continued.

BESIDES the pagan and Christian religion, there are two other kinds in the world. The Mahomedans, who believe in a false prophet, Mahomet, and the Jews, who believe the Old Testament, but reject the New, and deny that Jesus Christ is the Savior.

The Jews are a very peculiar people. It is 1800 years since they crucified Christ and were driven by the judgments of God, from their country. During all that time they have wandered about, and been driven from one place to another, without any country of their own, or any government. Thus, while they deny Christ, they prove that he is the Savior, by the fulfilment of the prayer which they offered when they crucified him; "*His blood be on us and on our children.*"

It is dangerous to deny the truth of God, or attempt to oppose his will.

There are a few men who profess to be of *no religion*; they believe in no God, no Savior, no heaven, no hell, no soul, no future existence, but strive to get down to a level with the ox and the swine. How much they are to be pitied!

QUESTIONS. — What is the Mahomedan religion?
What is the Jewish Religion? What did they do 1800 years ago?
What prayer has been fulfilled on them?
Are there any men who have no religion?

LESSON XXXVIII.

Inhabitants.

THERE are many kinds of people in the United States. In order to know all about it, you need to know something of the distinct races of men in the world.

These are *five*; differing considerably in appearance and character.

1. The *European*. This is a white race, distinguished for knowledge, enterprise, and refinement. The inhabitants of the United States, except the Indians and Negroes, belong to this race.

2. The *Indian*. This is the race inhabiting America when discovered by Columbus. They are of a copper color, with high cheek bones, straight black hair, and black eyes. They are sly and cunning, have naturally a strong mind, live in wigwams made of bark, and eat what they kill in the chase. They are cruel and revengeful to their enemies, never forgiving or forgetting an injury, but kind and faithful to their friends.

They have no written language, no schools, no churches, no bible.

3. The *Chinese* or *Asiatic*. These are of a deep yellow color, black hair, wide mouths, small flat noses, and flat foreheads. They inhabit most of the continent of Asia, and the northern regions of Europe and America.

4. The *Malay*. This is a brown race, with large mouths, flat noses, and low foreheads. They are a stupid race, of little enterprise or intelligence. They inhabit the numerous islands of the great Pacific, and are among the most degraded of the human family.

5. The *African*. The African race are distinguished by a black skin, thick, projecting lips, and black wooly hair. They are remarkable for the strength of their attachment to family and friends.

QUESTIONS — How many different races of men are there ?

What are the peculiarities of the European race ? Indian ? Chinese or Asiatic ? Malay ? African ?

What countries do each inhabit ?

LESSON XXXIX.

Inhabitants, continued.

WE are now prepared to learn about the inhabitants of the United States of America.

1. The *Indians*. These are the earliest inhabitants of America, with whose existence we are acquainted. They were here and had possession of all the country, when our fathers came over. But they were wild and savage.

Do you remember what was said of a savage people ? How do they live ?

Our fathers bought some land of them, some they took by violence, and some by fraud, until they have been driven from nearly all the United States of America east of the great Mississippi. There are still great multitudes of them beyond that river. They are divided into a great many tribes, and make very cruel wars upon each other.

They have no bible, and consequently know little of right and justice, and nothing of mercy and pardon, and nothing of God. Some good men have gone among them and taught them the bible, and civilization, and have induced many of them to leave their wild, roving life, and cultivate farms. The Seneca Indians in New York, and the Cherokees and Choctaws in the South begin to live like white men. The missionaries have written their language and established schools among them, and many of them have become good people. The bible has changed their character very much. They do not devour one another, or inflict their dreadful tortures, or fight other tribes, as formerly.

They have suffered much injury from white men. Rum and whiskey have been carried among them and made many of them drunkards.

QUESTIONS. — What is said of the Indians ?

How did our fathers get their land ? What do they know of God and religion ?

Have any of them been civilized ? Who has instructed them ?

LESSON XL.

Inhabitants, continued.

2. *White men, or the European.* Of these there are several kinds in our country, speaking different languages. They all came from the Old or Eastern Continent.

The *English* are the most numerous. They are scattered over the whole country, and are almost the only inhabitants of New England. This book is written in their language.

The *Dutch, or Germans*, are quite numerous. They have settlements in the Middle, Southern, and Western states. Some of them speak English and Dutch both; and some speak only Dutch. They are very industrious, good farmers.

The *Irish* are increasing fast. They come over from Ireland, principally to work on canals and railroads, and live in little huts, along by the side of these roads.

The *French* have a few settlements on the Mississippi River; and there are many of other nations, scattered through the country.

3. *Africans.* Tell me the characteristics of the African race. A great many of them have been brought from Africa by force to this country. About two millions and a half of them are held in cruel bondage here. They are held as property, and bought and sold like cattle. Parents and children, wives and husbands, are sometimes separated without regard to their relationship.

Not quite one half of our states are permitted to hold them; only those which lie south of the Potomac and Ohio Rivers. Slavery is a cruel and oppressive system of wrong, and injures the country where it exists.

In the Northern states there are many free negroes, who behave well and make a good living, and are sober, industrious, moral men, and many, who are lazy and dissipated. We should not feel any prejudice against them because they are black; but should treat them like other persons of similar character.

QUESTIONS. — Who are most numerous of the Europeans in the United States? From what country did they come?

Where are the Dutch settlements principally?

What language do they speak?

Where do the Irish mostly live?

In what condition are the Africans in our country?

How many of them are held in bondage?

How many states are permitted to hold them?

What is the character of free negroes? How should we treat them?

LESSON XLI.

Minerals.

MINERALS are things found in the ground.

Various minerals are useful to society, and are found in different places.

1. *Iron.* Of all minerals, this is the most useful and necessary for the convenience of man. Tell me how many things you can think of for which it is necessary.

And of all minerals, this is the most universally distributed. It is found in every state, and in inexhaustible quantities. When found, it is usually a reddish kind of dirt or stone, and when heated in a furnace with charcoal the iron melts and settles by itself.

2. *Coal.* Coal mines abound in Pennsylvania, Maryland, Illinois, and Missouri, and have recently been discovered in other places.

3. *Lead.* Lead is found in great abundance in Illinois, Wisconsin Territory, and Missouri.

4. *Gold and Silver.* These are found in North and South Carolina and Georgia. They are used for money, and for various dishes and ornamental work. Their great excellence is in not being subject to rust. A leaf of gold, which can be beat out ten times thinner than the thinnest wafer, will resist for ages all effect of dampness to rust or tarnish it.

5. *Copper.* Copper is found in Vermont.

6. *Marble.* Marble is found in great quantities in the Green and Alleghany Mountains, and in less abundance in many other places.

7. *Salt.* Salt water is found by boring for springs in New York, Ohio, and Kentucky. It is also obtained by evaporating or drying up the salt water of the ocean.

QUESTIONS.—What are minerals? Which is most useful?

Where is it found? How does it look when found?

Where is coal found? For what is it used? Where are lead mines?

Where are gold and silver found? For what are they used?

Where is copper found? Where are marble quarries? How is salt obtained?

LESSON XLII.

Population of the States.

In the United States of America there are about half as many millions of people as there are states; that is, if all the states were equal, each would contain about 500,000, or half a million. But you must learn what an immense number a million is before you go farther. If you were to count as fast as a clock ticks, it would take you a long day of nearly 14 hours to count 50,000.

How many days would it take to count 100,000 ?

How many to count 500,000 ?

How many times 500,000 in 1,000,000 ?

How many days would it take to count 1,000,000 ?

We will call 50,000 a day's work in counting, and see how long it will take to count the inhabitants of each state. Perhaps you may not tell to an hour, by these figures, but they give you an idea of the great number of people there are, and how many more there are in some states than others. It would take to count all the people in the state of New York 40 days.

	Days.		Days.
Pennsylvania,	30	Massachusetts,	13½
Virginia,	25	South Carolina,	12½
Ohio,	20	Georgia,	10
North Carolina,	15	Indiana,	10
Tennessee,	13½	Maryland,	10
Kentucky,	13½	Maine,	7½

Connecticut,	6 $\frac{3}{4}$	Georgia,	3 $\frac{1}{2}$
New Jersey,	6 $\frac{3}{4}$	Mississippi,	2 $\frac{1}{2}$
Alabama,	6 $\frac{3}{4}$	Rhode Island,	2
New Hampshire,	10	Delaware,	1 $\frac{1}{2}$
Vermont,	10	District of Columbia,	$\frac{3}{4}$
Louisiana,	10	Michigan,	1
Illinois,	3 $\frac{1}{2}$	Arkansas,	1

QUESTIONS.—How many days would it take to count the people in New York, counting one every second? Pennsylvania?

How many times larger in population is New York than New Hampshire? than Massachusetts? Alabama? Ohio? Georgia? Louisiana? Rhode Island? Michigan?

How long would it take to count the people in Virginia?

How many are there in Ohio? North Carolina? Tennessee? Kentucky? Illinois? Indiana? New Jersey?

LESSON XLIII.

Comparative Size of the States.

MASSACHUSETTS contains about 8,000 square miles. That would be a square body of land about 90 miles square. Suppose Massachusetts to be called 1, the following would be the comparative size of the states.

Virginia,	8 $\frac{1}{2}$.	Florida,	7 $\frac{1}{2}$.
Georgia,	7 $\frac{1}{2}$.	Alabama,	6.
Missouri,	7 $\frac{1}{2}$.	Mississippi,	5 $\frac{1}{2}$.
Michigan,	7 $\frac{1}{2}$.	North Carolina,	5 $\frac{1}{2}$.
Illinois,	7 $\frac{1}{2}$.	Pennsylvania,	5.
Arkansas,	7 $\frac{1}{2}$.	New York,	5.

Ohio,	5.	Massachusetts,	1.
Tennessee,	5.	Maryland,	1½.
Kentucky,	5.	New Jersey,	1.
South Carolina,	4½.	Connecticut,	¾.
Maine,	4½.	Delaware,	½.
Indiana,	4½.	Rhode Island,	⅙.
New Hampshire,	2½.	District of Columbia,	⅙.
Vermont,	1.		

Besides these states, there is about as much more territory, belonging to the United States, which is not yet settled, and which amounts in all to 2,000,000 of square miles. If Virginia were square it would be 260 miles across it.

How long would it take you to travel across it at the rate of 3 miles an hour? How many days of 12 hours? How long to travel across Massachusetts?

QUESTIONS. — How many times larger than Massachusetts is Virginia? Georgia? Missouri? Michigan? Illinois? Arkansas? Florida? Alabama? Mississippi? North Carolina? Pennsylvania? New York? Ohio? Tennessee?

What states are smaller than Massachusetts?

Which is the smallest? Which the largest?

LESSON XLIV.

Population of Towns.

LYNN, in Massachusetts, contains about 10,000 inhabitants. Calling this town 1,

N. York City would be	25.	Cincinnati,	3.
Philadelphia,	20.	Buffalo,	2.
Baltimore,	10.	Rochester,	1½.
Boston,	8.	Hartford,	1¼.
New Orleans,	6.	Troy,	1½.
Charleston, S. C.	3½.	New Haven,	1½.
Albany,	3.	St. Louis,	1.
Brooklyn,	2½.	Savannah,	1.
Providence,	2.		

QUESTIONS. — What is the population of the town in which you live ?

Is it larger or smaller than Lynn ? How many times larger or smaller ?

How many times smaller than New York ?

How long would it take to count the inhabitants of New York ? (See Population of States.)

What is the population of Lynn ?

How many times is New York larger than Lynn ? Philadelphia ? Baltimore ? Boston ? Albany ? Providence ? Hartford ?

Which is the largest town in the United States ?

What towns are about the size of Lynn ?

LESSON XLV.

Curiosities.

AMONG the interesting and uncommon things in the United States are the following.

In New Hampshire is a passage in which the Saco River runs through the White Hills in a place called the Notch. It is almost a perpendicular pass through the mountain.

Niagara Falls, between lake Erie and Ontario, are a celebrated wonder of nature. The whole water of the St. Lawrence falls over a perpendicular precipice 150 feet high, with indescribable majesty and sublimity.

Natural Bridge. In Virginia there is a natural stone bridge over Cedar Creek, 250 feet above the water and 60 feet wide. *Creek* in this place means *brook*, or a small river. The water appears to have worn a passage through the rock or washed away the earth under it.

Mammoth Cave. A cave is a room, made by cavities between great rocks in the ground. This is a cave in Kentucky, which has been explored for 16 miles, and has some most splendid apartments.

There are many other caves in our country, but none have been explored so far as this.

Mounds and Fortifications. In several of the Western states, little round hills exist, which, when opened, are found to contain human bones, stone ware, and other things, showing that a people lived there before the Indians. There are also relics of ancient fortifications, with trees growing on the walls.

When you are ready to study history or a larger geography, you can learn all about these wonders.

QUESTIONS.—What curiosity is mentioned in New Hampshire?
 Where are Niagara Falls? Describe them.
 What is the Natural Bridge, and where?
 Where is the Mammoth Cave? Describe it.
 What and where are mounds and fortifications?
 What are found in them?

LESSON XLVI.

Other Parts of the World.

THE United States form only one fiftieth part of the world, and contain only one sixtieth part of its population.

If you should count one every second, day and night, it would take you 160 days to count the people in the United States of America, and 9,600 days, or about 30 years, to count all the people now living in the world.

Here is a statement of the number of people in the different parts of the world, and the number of times more than there are in the United States of America.

		Times as many as the United States of America.
America,	40 millions,	3
Europe,	230 millions,	18
Asia,	420 millions,	31
Africa,	90 millions,	5
Oceanica,	20 millions,	1½
<hr/>		<hr/>
Total,	800 millions,	58½

This estimate makes the whole population of the world eight hundred millions, or fifty-eight times as many as the United States of America. If they were all gath-

ered together in one company, they would cover 90 townships, 6 miles square, or nearly one half of the state of Massachusetts.

QUESTIONS.—What part of the world do the United States of America compose?

What part of its population do they contain? How long would it take you to count the people in the United States of America, counting one every second? How long the people in the world?

What is the population of America? How many times more than the United States of America?

Population of Europe? Times more than the United States of America? Of Asia? Africa? Oceania?

What is the whole population of the world?

How large a place would it take for them to stand on, if all collected in one company?

LESSON XLVII.

Europe.

HERE is a picture of Europe, which you know lies on the other side of the Atlantic Ocean. You can tell me its kingdoms.

QUESTIONS.—In what part is Spain? Italy? Russia? Norway and Sweden? Austria? France? England? Germany? Greece? Turkey? Denmark?

How is Spain bounded? Portugal? France? Norway? Sweden? Russia? Turkey? Greece? Italy? Austria? Prussia?

What is the capital of England? Spain? Portugal? France? Norway? Sweden? Russia? Prussia? Italy? Holland? Poland? Turkey?

Which way is Italy from Spain? Which way is Austria? France? Turkey? Which way is Great Britain from Italy? Which way is Sweden? Russia? Spain?

Which way is Germany from Great Britain? Which way is Prussia? Greece? Turkey? Sweden? Spain? France?



LESSON XLVIII.

Extent and population of Countries in Europe.

You have now some idea of the number of people in the United States of America, and the extent of the country. We will now call this 1, and compare the countries of Europe with it; e. g. Spain has about 200,000 square miles, and 14,000,000 people. Then it is one tenth as large and has about as many people as the United States.

	Size.	Population.		Size.	Population.
Spain,	$\frac{1}{10}$,	1.	Turkey,	$\frac{1}{10}$,	$\frac{3}{4}$.
Portugal,	$\frac{1}{50}$,	$\frac{1}{4}$.	Greece,	$\frac{1}{100}$,	$\frac{1}{4}$.
France,	$\frac{1}{10}$,	2.	Italy,	$\frac{1}{18}$,	$1\frac{1}{2}$.
Great Britain,	$\frac{1}{15}$,	$1\frac{1}{2}$.	Holland	}	$\frac{1}{30}$,
Prussia,	$\frac{1}{18}$,	1.	and		
Germany,	$\frac{1}{20}$,	1.	Belgium		
Russia,	1,	4.	Austria,	$\frac{1}{8}$,	2.

The whole of Europe is not quite twice as large as the United States of America, and contains 230,000,000 of people, or about 16 times as many as there are in the United States of America.

How many times larger in territory is the United States of America than Spain? How does the population compare?

Is France larger or smaller than the United States of America? Are there more people? How many times larger are the United States of America than Great Britain? How does the population compare? Prussia? Russia? Greece? Italy?

How many people will there be in the United States, when there are as many in proportion to its size, as there are in Spain? Prussia? Italy? Germany?

LESSON XLIX.

Population of Cities in other Parts of the World.

If we call the city of New York 1, then

London, would be	5.	Lisbon,	$\frac{7}{8}$.
Pekin, in China,	5.	Dublin,	$\frac{7}{8}$.
Paris,	3.	Moscow,	$\frac{7}{8}$.
Canton,	3.	Liverpool,	$\frac{3}{4}$.
Nankin,	$2\frac{1}{4}$.	Berlin,	$\frac{7}{8}$.
Constantinople,	$1\frac{3}{4}$.	Manchester,	$\frac{1}{2}$.
St. Petersburg,	$1\frac{1}{4}$.	Edinburgh,	$\frac{1}{2}$.
Naples,	$1\frac{1}{4}$.	Glasgow,	$\frac{1}{2}$.
Calcutta,	1.	Lyons,	$\frac{1}{2}$.
Vienna,	1.	Venice,	$\frac{1}{2}$.
Bankok,	$1\frac{1}{4}$.		

QUESTIONS. — New York is about three times as large as Boston. How many times larger is London than Boston?

How many times larger is Paris than New York? Than Boston?

How large is Canton compared with Boston?

How many cities in the Eastern Continent larger than New York?

Which are they? What are some that are smaller?

LESSON L.

Seas about Europe.

WHAT sea on the southeast? What sea on the south? What between England and Denmark? What between Sweden and Russia? What on the north?

Mountains. The Ural Mountains separate Europe from Asia. The Pyrenees separate France from Spain. The Alps in Switzerland are the highest mountains in Europe.

Volcanoes. Volcanoes are burning mountains. There is one called Mount Etna, on the Island of Sicily, in the Mediterranean Sea; one called Vesuvius in Italy, and one called Hecla in Iceland.

Islands. Tell me five islands in the Mediterranean Sea. Tell me three on the northwest coast of Europe.

Which way is Cyprus from Candia? Sardinia from Sicily? Ireland from England? Iceland from England?

QUESTIONS.—Where are the Ural Mountains? The Pyrenees? The Alps? Which are the highest?

What are volcanoes? Where is Mount Etna? Vesuvius? Hecla?

LESSON LI.

IN so small a book as this, you can learn but little about other parts of the world; but I will now show you such things as you can remember.

1. *Countries.* Look on the third map of the world, and tell me the countries you see in Asia.

♦ In what part is China? Hindoostan? Siberia? Arabia? What countries in Africa?

In what part is Egypt? Barbary? Ethiopia? Country of Hottentots?

2. *Mountains.* What mountains do you see in Asia? What in Africa?

The Himmileh Mountains are the highest in the world. The highest peak is about 5 miles above the level of the sea.

3. *Rivers.* In Asia, the Tygris, Euphrates, and Ganges are the principal rivers flowing down into the Indian Ocean. The Nile in Africa, running into the Mediterranean. The Danube, Rhine, and Rhone in Europe. In South America, the Amazon and La Plata are very large rivers.

4. *Climate and Productions.* Do you remember what circumstances change the climate?

In what zone is Europe? China? Hindoostan? Egypt? Arabia?

What should you expect would be the productions in Europe? Hindoostan? Arabia? Egypt?

Some things grow in Asia that are not raised in America. Tea grows in China. Spices in Arabia and the Islands south of Asia. Drugs of various kinds and gums are brought from there for medicines.

In addition to these, the same grains and fruits that grow in a particular climate in America, grow in Asia.

LESSON LII.

History of Asia.

IN Asia many of the most interesting events, recorded in the Bible, occurred. Here our first father was created, and placed in the Garden of Eden. Here Abraham lived. Here, in Arabia, is the Mount Hor, where Moses saw the burning bush; and Mount Sinai, where God handed down from heaven the ten commandments. Here, between Arabia and Egypt, is the Red Sea, which stood in heaps, a wall upon each side, while the Children of Israel passed through. Here is the Dead Sea, in which Sodom and Gomorrah are sunk for their wickedness. Here, on the east end of the Mediterranean Sea, is the Land of Palestine, in Turkey, where Jerusalem, Damascus, Tyre, and Sidon are situated, where David reigned, and Solomon built the beautiful temple. Here the Savior of the world appeared, lived, and traveled, and was crucified.

Asia contains more inhabitants than all the rest of the world. China, which is only a little more than twice as large as the United States of America, has 240,000,000 inhabitants; more than the whole of Europe. Almost all the people of Asia are heathen. They know nothing of the Savior, who once lived and died among their ancestors; but worship an infinite multitude of idols. Some have reck-

oned 3,000,000 of idol gods among them. They are very degraded and wretched; many of them ignorant and barbarous. The Persians are the most learned people in Asia; the Chinese the most industrious; the Tartars the most warlike; and the Arabians the most barbarous.

The people of Asia are generally of a yellow or brown complexion, and very different in their customs from our people. The country east of the Black Sea, called *Circassia*, is inhabited by whites, and their ladies are said to be the handsomest in the world.

QUESTIONS.— In what quarter of the world was Adam created?

Where is Mount Hor? What remarkable event took place there?

Where is Mount Sinai, and for what noted?

Where the Red Sea, and for what remarkable?

Where is the Dead Sea? Where the land of Palestine?

What noted cities are there? Who has lived and died there, that you have read of in the Bible?

How many people are there in Asia? What is their religion?

What is said of the Persians? Chinese? Tartars? Arabs?

What is the complexion of the people of Asia generally?

By whom is Circassia inhabited?

LESSON LIII.

Commerce.

You have little idea how much toil is required to furnish the ordinary comforts which you enjoy.

Let us look at your table and see how many continents

have been visited and oceans and zones traversed to spread your repast.

To get your tea and the China cup, a ship has sailed 10,000 miles to China. To sweeten it, another has sailed to the West Indies. To get your coffee, another has gone to South America. Your knife and fork were brought from England. Your spice and pepper from Arabia and the neighboring Islands. The oil that affords you light cost a three years' voyage in the Pacific Ocean. Perhaps you can select other articles from other parts of the world.

If we look at your wardrobe, there is broadcloth perhaps from Europe, crape from China, shawls from Persia, muslins from Turkey, laces from Holland. *One hundred thousand dollars* would not get a rich dress for a lady, if all its materials were to be sent for expressly for her; nor would the same amount buy you a single supper, in the same way.

This fact teaches you the value of society, and a regular commerce or trade. While a million other persons want tea and sugar, the merchant can send out his ship and supply each with a little.

Here is a list of the principal articles *exported*, or sent out by different countries.

The United States of America export from

The Eastern States. Lumber, beef, pork, fish.

The Middle. Flour, wheat, corn.

The Southern. Cotton, rice, tobacco, fruits.

The Western. Corn, pork, flour.

Great Britain. Woolens, cottons, linens, hardware, &c.

South America. Cotton, sugar, coffee, gold, diamonds, hemp, hides, dye woods, indigo.

Cold Regions. Furs.

France. Silks, woolens, linens, wines, porcelain.

China. Tea, silks, porcelain, nankins.

Asiatic Islands. Pepper, cloves, camphor, cinnamon.

Hindoostan. Cottons, silks, rice, saltpetre.

Turkey. Carpets, muslins, grain, fruits, oil, &c.

West Indies. Sugar, rum, molasses, coffee, cotton, fruit.

Russia. Hemp, iron, linen, timber, furs, tallow.

Persia. Carpets, silks.

Sweden and Norway. Iron, copper, timber, furs.

Germany. Linens, woolens, grains.

Holland. Wines, gin, linens, laces.

Egypt. Rice, grain, fruit.

QUESTIONS. — Where does tea come from? China ware? Coffee? Sugar? Knives and forks? Spices? Oil for lights?

Where is broadcloth brought from? Crapes and silks? Shawls? Muslins? Laces?

What would it cost to get a dress for a lady, if all the materials were sent for on purpose for her? How are they obtained?

What is exported from the Eastern states? The Middle? Southern? Western? Great Britain? South America? Cold regions? France? China? Asiatic Islands? Hindoostan? Turkey? West Indies? Russia? Persia? Sweden and Norway? Germany? Holland? Egypt?

LESSON LIV.

General Review.

THE pupil should review this book until he can sustain, without hesitation, or referring to the book, an examination of promiscuous questions like the following—

What is Geography? What is the form of the world? What are its general divisions? With what is it entirely surrounded? How do you know it is round? How many continents are there? In which are the United States of America? In which Europe? South America? Asia? Africa?

Describe the various states of water? Tell me its uses.

What are the four divisions of the United States of America? How many Western states, and what are they? Southern? Middle? Eastern?

What is the largest city in the United States of America? The largest river? Highest mountain?

How many rivers can you name on the Atlantic slope?

How is the valley of the Mississippi drained?

What two ranges of mountains in the United States of America?

How do you show the direction of one place from another?

How is the temperature of different places affected?

What two circumstances affect the productions of a place?

What are the principal productions of the Eastern states? Middle? Western?

Where is cotton raised? Rice? How do we get goods from other countries? What is brought from China? Arabia? England? South America? W. Indies?

What is the average population of the United States of America?

Which is the most populous state? How many *half millions* does it contain? How many Ohio? Pennsylvania? &c.

How large is Massachusetts? How many times larger is Virginia?

What states are about the same size? Which is the smallest state? &c.

What part of the world do the United States of America contain? What part of the people?

What points of land would you pass, sailing from Boston to China through the Atlantic and Indian Oceans? What would you pass returning through the Pacific?

How many kinds of government can you describe? How many kinds of religion? What is the government of the United States of America? The religion? What of England? China?

How many classes of men are wanted in civilized society?

For what are merchants wanted? Mechanics? Teachers?

How many kinds of mechanics can you think of? Merchants? Teachers?

[The teacher can inquire the relative situation of states, countries, &c. population, extent, and situation of places.]

What lakes are there in the United States of America?

What mountains in Europe? Africa? Asia? What and where are volcanoes?

How many zones are there? Describe each.

How large a space would be wanted to hold all the people in the world, if collected together?

LESSON LV.

Practical Review.

WHEN the pupil has sufficiently studied the preceding lessons to answer the following questions readily, he is prepared to study a larger Geography. The answers may all be found in the preceding lessons. This lesson will afford an exercise of the judgment, as well as memory.

A merchant, in sending a vessel to the West Indies, wished to lade her with the productions of the soil of New England. What articles could he find to send? The vessel sailed in January, and arrived in the West Indies in March. What weather do you think the crew found in sailing as far south as Philadelphia? From Philadelphia to Charleston, S. C.? From Charleston to the West Indies? What would they find in the West Indies to bring home?

A merchant in Boston wishes to carry some of the manufactures of New England to Illinois, and bring back some of the productions of that part of the country. Will you mention some of the articles which he may find to carry with him? (Lesson XXXV.)

In what directions must he sail? What kind of weather will he be likely to find on the way if he embark in December and arrive in March? What great city will he be likely to stop at, near the mouth of the Mississippi river? How many times larger is that city than Lynn in Massachusetts? Is it larger or smaller than Boston? How many such cities would it take to make one the size of New York? In passing up the Mississippi, what state will he first enter? In ascending as far as where the Ohio empties into the Mississippi, what states will he pass? What are the principal productions of those states? How is sugar made? How does cotton grow? What kind of land will he find in Mississippi and Louisiana to a great extent? (Lesson XXVI.) On what land does rice grow? Whom will he see laboring on the farms or plantations? (Lesson XL.) When he arrives at Illinois, what kind of land will he find very extensive? How large a state would he find Illinois to be, compared with

Massachusetts? Should he wish to bring back to Boston with him a cargo of such articles as are exported from the Western states, what would he find to bring? If he were to take a direct course to Boston from the centre of Illinois, through what states would he pass?

Merchants usually export or carry out of their own country, or state, such things as are raised or manufactured in the greatest abundance. Were a merchant in New York to fit out a vessel for Augusta in Georgia, What would he be likely to send? What might he bring back of the productions of that state, which are not raised in the state of New York? What states would his vessel pass in sailing from N. York to Georgia? What would he find the climate of Georgia? How would the inhabitants differ from those of N. York?

A merchant of New Orleans sent a vessel to Boston with the productions of his own state, What did he send? He directed his captain to purchase a cargo of the principal articles which are manufactured in N. England, for the New Orleans market, What are some of the articles which we could spare him?

In traveling through N. England, What kind of land will you find most common? In traveling from N. York to Georgia, near the Atlantic Ocean, What land will you find most common? Where will you find sandy plains? Where do swamps abound? What mountains will you cross in passing from Georgia to Louisiana?

We shall now visit some foreign countries.

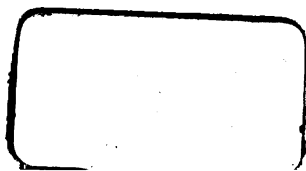
If you take a cargo of the productions of Georgia and South Carolina, to carry to England, What will that cargo consist of? What Ocean will you cross? What change will you find in the climate as you approach England? Should you visit London, What kind of city will you find it to be in regard to size? How many times larger than N. York? How many times larger than Lynn in Mass.? How many times larger is N. York than Lynn? Can you tell how many times larger London is than the town in which you live? What kind of a cargo can you find in London to bring to America? Has England as much territory as the United States of America? How near is Great Britain to being as large? How many more inhabitants has it?

Should you visit France, What large city would you find there? How does it compare in size with N. York? With Boston? What can you purchase in Paris to bring to America? How would you sail from Paris to Canton in China? How large is Canton compared with N. York? With Boston? What could you purchase at Canton? What should you think of the climate at Canton? How could you go from thence to America by continuing to sail east? Through what Ocean would you pass?

THE END.







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